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ABSTRACT

This extensive bibliography (over 475 citations) provides references to programs and persons responsible for shaping ideas and practices relating to infant stimulation, education, and assessment of such efforts. The references are divided into six sections: (1) Curricula for Infant Education Programs, (2) Materials for the Education and Training of Caregivers and Teachers of Infants, (3) Descriptions and Research Reports of Infant Stimulation and Education Projects or Experiments, (4) Monitoring Infant Development and Education Projects: Testing and Evaluation, (5) Infant Care and Development References Useful for Background Knowledge on Infant Care and Education, and (6) Toys, Equipment, Health and Environmental Characteristics and Standards for Optimal Infant Care Settings. (ST)

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INFANT EDUCATION AND STIMULATION (BIRTH TO 3 YEARS): A BIBLIOGRAPHY

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Infant Education and Stimulation: A Bibliography

Within the past decade there has been a growing interest in educational and developmental care facilities for infants. This focus on developmental care for children under 36 months of age has been the result of a variety of factors such as: an increase in pregnancies among teen-age students who need infant care because they still need to complete their high-school education; the needs of working mothers in general, and the failure of children to sustain often considerable gains achieved in preschool programs which have been initiated after the infancy period.

The present bibliography provides references to those programs and persons responsible for shaping ideas and practices with regard to infant stimulation, education, and assessment of such efforts. Although many of the references are concerned with quality care for infants, references specifically to maternal relations or practices with infants have been minimally included. Likewise, references giving general advice on child-rearing to parents have in general been excluded. However, some of these, such as the Children's Bureau publication No. 8, Infant Care, or Dr. Spock's Baby and Child Care, contain materials and advice on child growth and development and discipline which should be very useful in training infant caregivers. Additionally, day care references which cover the entire preschool-age span have been listed only when relevant as resources for infant education.

It should also be noted that this bibliography does not specifically reference project Newsletters per se--such as the Newsletter of the Rural Child Care Project in Kentucky, or the Parent Child Center Newsletter-which often carry news about infant education efforts in a particular project.

Finally, there are some projects which cannot be referenced for a variety of reasons:

(1) Some provide infant caregiving and education services but have neither a research nor dissemination component.

(2) Others are very new, such as the Brookline Early Education Project, or the Education Commission of the States in Denver, Colorado, which is preparing educational television modules to teach caregivers about infants and infant care. Consequently, as yet there are no reports or publications available on these projects.

This Bibliography does include the following six sections:

I. Curricula for infant education programs.

II. Materials for the education and training of caregivers and teachers of infants.

III. Descriptions and research reports of infant stimulation and education projects or experiments.

These project descriptions, progress reports, and final summations of work accomplished, represent a wide variety of models and theoretical conceptualizations of infant development and learning. For example, one kind of model, Earl Schaefer's, refers to an infant stimulation project carried out individually by a tutor with an infant in the home setting. Another model, Ira Gordon's, focuses primarily on teaching mothers in a home visitation program how to facilitate infant education and development. Still another model, such as Earladeen Badger's, involves a parent educator teaching a group of mothers educational principles and practices which mothers can then apply in the home with their infants.

Some of these reports contain detailed descriptions of research designs and strategies. Some of the reports provide a good deal of background and rationale for the launching of infant education projects. Thus it must be noted that the Sections as constituted for this Bibliography are often not entirely mutually exclusive in their content.

IV. Monitoring infant development and education projects: Testing and evaluation.

No attempt has been made to create an exhaustive bibliography on infant assessment. Additionally, descriptions and analyses of evaluation techniques and data will be found within many of the Project Reports referenced in Section III.

Many of the instruments used in infant education projects have reflected concerns for cognitive, language, and sensorimotor development, while efforts to assess infant socio-emotional development have often been beset by difficulties in finding suitable instruments. Some programs have (1) created new, unstandardized instruments to measure non-cognitive aspects of functioning; or (2) have used non-cognitive instruments which were created originally to monitor programs for older preschoolers. For examples of both such efforts, see J. Ronald Lally's 1973 Progress Report on the Syracuse University Children's Center in Section III. The "CLOC" (Classroom Language Observation Checklist) was created to assess the naturalistic uses of language by 2- and 3-year-olds in open classrooms. Emmerich's Observation Rating Scale for personal social behaviors, designed initially for Head Start populations, was used to monitor socio-emotional behaviors of 36-month-olds in the program.

Some references have been included which pertain to questions of the reliability, validity and predictive status of infant assessments. Some references to neonatal assessment have also been included. Such measures may be useful for those whose interest is in establishing neonatal measures for comparison with later infant functioning after educational intervention has or has not been introduced.

V. Infant care and development references useful for background knowledge on infant care and education.

References in Section V include data on the relations between infant development and learning and a variety of demographic and child-rearing variables. Such variables include:

Social class, ethnicity, and sex; parent-child interaction patterns; and biological and psycho-social characteristics of infants which are necessary to consider in creating infant educational environments.

VI. Toys, equipment, health and environmental characteristics and standards for optimal infant care settings.

Many excellent suggestions for toys, books and arrangements and use of physical space for infant education projects are also to be found within the references of the preceding sections. For example, Evans & Saia's Day Care for Infants (see Section V) has an excellent list of such suggestions for toys, art materials, and infant-toddler books in the Appendices.

Where an ERIC number is specified for a reference, the ERIC document number which follows should be used when ordering such materials from:

ERIC Clearinghouse on Early Childhood Education
805 West Pennsylvania Avenue
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A study in child care 1970-71.

Volume 1: Findings
Volume II-A: Center case studies
Volume II-B: System case studies
Volume III: Cost and quality issues for operators
Volume IV: Technical

These volumes consist of detailed descriptions of twenty outstanding day care programs, many of which have infant care and education components. The reports were prepared for the Office of Economic Opportunity, Office of Program Development Evaluation Branch, OEO Contract No. B-005213, by Abt Associates, Inc., Cambridge, Mass., April 1, 1971.

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IV. Monitoring Infant Development and Education Projects: Testing and Evaluation

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Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 18 clearinghouses sponsored by the United States Office of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a free, current awareness newsletter which cites RIE and CIJE articles of special interest, and reports new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

ERIC CLEARINGHOUSES--CURRENT ADDRESSES

ADULT EDUCATION
107 Roney Lane
Syracuse, New York 13210

COUNSELING & PERSONNEL SERVICES
Room 2108
School of Education
University of Michigan
Ann Arbor, Michigan 48104

THE DISADVANTAGED
Teachers College, Box 40
Columbia University
525 West 120th Street
New York, New York 10027

*EARLY CHILDHOOD EDUCATION
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

EDUCATIONAL ADMINISTRATION MANAGEMENT
University of Oregon
Library--South Wing
Eugene, Oregon 97403

EDUCATIONAL MEDIA & TECHNOLOGY
Institute for Communication Research
Stanford University
Stanford, California 94305

EXCEPTIONAL CHILDREN
Council for Exceptional Children
1411 S. Jefferson Davis Highway
Suite 900
Arlington, Virginia 22202

HIGHER EDUCATION
George Washington University
One Dupont Circle, Suite 630
Washington, D. C. 20036

JUNIOR COLLEGES
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angles, California 90024

LANGUAGE & LINGUISTICS
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

LIBRARY & INFORMATION SCIENCES
American Society for Information Science
1140 Connecticut Avenue, N.W. Room 804
Washington, D. C. 20036

READING AND COMMUNICATION SKILLS
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION & SMALL SCHOOLS
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88001

SCIENCE & MATHEMATICS EDUCATION
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
One Dupont Circle, Suite 616
Washington, D. C. 20036

TESTS, MEASUREMENT, & EVALUATION
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

VOCATIONAL & TECHNICAL EDUCATION
Ohio State University
1900 Kenney Road
Columbus, Ohio 43212

*ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through age eight, with major focus on educational theory, research and practice related to the development of young children.